



**Spring 2011**  
***FAME-CI***  
**Formative Assessment for Montana Educators—Classroom Instruction**  
**February 7-May 13, 2011**  
**Draft Syllabus**

***FAME CI*** is part of a series of online professional development opportunities offered by the Montana Office of Public Instruction.

- The purpose of this course is to increase understanding of formative assessment and to help participants become skillful users of formative assessment in their classrooms.
- Participants will closely examine the process of formative assessment. In addition to reviewing the research base for formative assessment, participants will focus on all the attributes of effective formative assessment and how they are implemented effectively in the classroom.

**Assigned Readings**

- Every other week, students will read assigned chapters from *Formative Assessment: Making It Happen in the Classroom* by Margaret Heritage and additional articles provided by the instructor.

**Professional Learning Communities (PLC's)**

- Learning Community Discussions will occur every other week for 1.5 hours at times that are convenient for participants.
- The PLC's will be facilitated online.
  - The platform for the course is Adobe Connect, which is supported by the Office of Public Instruction.
  - In order for participants to connect and listen to the sessions, they must have speakers and Adobe Flash Player, which is already installed on 98% of computers today.
  - To participate in the learning communities, participants will need microphones. The Office of Public Instruction will provide information on the microphones in follow-up detailed emails to class registrants.
  - Technical support will be provided so that each participant or group will be able to participate fully in the discussion via technology.
  - After registration for the course, instructions for accessing the online discussions will be sent to registrants.

**Class Personnel**

- Judy Snow, OPI State Assessment Director
- Stevie Schmitz will facilitate the learning communities and grade the assignments for those taking the course for graduate credit.
- Karen Richem, OPI Assessment Specialist, will provide technical support.

**Course Text**

- M. Heritage. *Formative Assessment: Making It Happen in the Classroom*. Thousand Oaks: Corwin Press (2010).
- The Office of Public Instruction will provide copies of the text to Montana educators while the supply lasts.

**Other Assigned Readings:** (These will be available online or provided to participants)

TBA

**Credits and Renewal Units:**

Audience: Individual educators, teams of educators, or pre-service teachers.

The class may be taken for graduate credits or renewal units or neither. During registration for the class, you will have the opportunity to choose credits or renewal units. It is the responsibility of degree-seeking participants to seek approval from their institutions to use this course toward meeting program requirements.

You will receive email confirmation of your registration for the class on the Office of Public Instruction website within five (5) business days. OPI will send a follow-up email regarding graduate credits, renewal units, and other class details.

- The class may be taken for 3 graduate credits. The approximate price is \$250. Information for registration for graduate credit will be included in the follow-up email from OPI.
- The class may be taken for 21 renewal units. Information on validation of participation for renewal units will be included in the follow-up email from OPI.

## COURSE OUTLINE

DATES	OBJECTIVES	CONTENT	REFLECTION QUESTIONS
Week One February 7	<ol style="list-style-type: none"> <li>1. <i>Learn about the process of formative assessment.</i></li> <li>2. <i>Explore the theoretical and research base, which underpins formative assessment.</i></li> </ol>	Chapter 1. Introduction Chapter 2. Assessment with and for Students	<ol style="list-style-type: none"> <li>1. How often do you use formative assessment in your classroom? How often do you use summative assessment?</li> <li>2. For what purposes do you use summative and formative assessment? Are these purposes the same as the ones described in the chapter?</li> <li>3. Which areas that you have read about in this chapter would you like to develop further in your work?</li> </ol>
Week Two February 14	<i>Learning Community</i>	Facilitated Discussion of Week One Readings	
Week Three February 21	<ol style="list-style-type: none"> <li>1. <i>Examine formative assessment as it relates to assessment in general.</i></li> <li>2. <i>Explore a range of assessment sources available for the classroom.</i></li> <li>3. <i>Learn about how assessment supports curriculum development.</i></li> </ol>	Chapter 3. It All Depends on what the Data Tell You	<ol style="list-style-type: none"> <li>1. How does what you now do in your classroom to assess student learning compare with what has been presented in the chapter?</li> <li>2. How do you know that the assessments you use are valid and reliable?</li> <li>3. What are your strengths in assessing student learning and which areas that you have read about in this chapter would you like to develop further?</li> </ol>
Week Four February 28	<i>Learning Community</i>	Facilitated Discussion of Week Three Readings	
Week Five March 7	<ol style="list-style-type: none"> <li>1. <i>Focus on learning progressions, learning goals and criteria for success.</i></li> <li>2. <i>Understand the importance of having clear conceptions of learning from which learning goals and success criteria are developed.</i></li> <li>3. <i>Selection of formative assessment strategies to match learning goals and success criteria to benefit learning.</i></li> </ol>	Chapter 4. The Drivers of Formative Assessment: Learning Goals and Success Criteria	<ol style="list-style-type: none"> <li>1. How does what you currently do in your classroom compare with the ideas presented in this chapter?</li> <li>2. What is your current instructional and assessment planning process? Are you clear about what it is that you want your students to learn and how you will know if they are moving forward?</li> <li>3. Which of the examples of teacher practice in this chapter do you think are strong? Which examples do you think could be improved? How would you improve them?</li> <li>4. Based on what you have read, what would you like to work on? What support will you need?</li> </ol>
Week Six March 14	<i>Learning Community</i>	Facilitated Discussion of Week Five Readings	

*The Montana Office of Public Instruction provides vision, advocacy, support, and leadership for schools and communities to ensure that all students meet today's challenges and tomorrow's opportunities.*

Week Seven March 21	<ol style="list-style-type: none"> <li>1. <i>Learning how to select formative assessment strategies, interpret evidence to prepare instructional action.</i></li> <li>2. <i>Examine the role of formative assessment in “filling the gap” for learners.</i></li> <li>3. <i>Learn how to use the information received from formative assessment to use in instructional planning.</i></li> </ol>	Chapter 5. Formative Feedback for Teaching	<ol style="list-style-type: none"> <li>1. How often do you use the kind of formative assessment strategies described in this chapter?</li> <li>2. What new or additional formative assessment strategies can you envision incorporating into your classroom? What support do you think you will need?</li> <li>3. How much planning for formative assessment do you need before the lesson? Is this something you could do more often? What support do you think you will need?</li> <li>4. Which of the examples of teacher practices in this chapter do you think are strong? Which examples do you think could be improved? How would you improve them?</li> </ol>
Week Eight March 28	<i>Learning Community</i>	Facilitated Discussion of Week Seven Readings	
Week Nine April 4	<ol style="list-style-type: none"> <li>1. <i>Examine the connection between formative assessment, quality feedback and learning.</i></li> <li>2. <i>Examine the connection between external feedback and learning</i></li> <li>3. <i>Determine what kind of feedback is effective and what kind of feedback is ineffective.</i></li> <li>4. <i>Examine the effects of self-assessment and learning.</i></li> </ol>	Chapter 6. Formative Feedback for Learning	<ol style="list-style-type: none"> <li>1. What kind of feedback do you provide to your students? Does it meet the criteria for effective feedback outlined in this chapter?</li> <li>2. How often do you engage students in peer assessment to provide feedback to their classmates?</li> <li>3. What opportunities do you provide for students to be involved in self-assessment? Is this something you could improve?</li> <li>4. What have you read about in this chapter that you would like to work on?</li> </ol>
Week Ten April 11	<i>Learning Community</i>	Facilitated Discussion of Week Nine Readings	
Week Eleven April 18	<ol style="list-style-type: none"> <li>1. <i>Learn about the type of classroom culture that is conducive for formative assessment.</i></li> <li>2. <i>Gain an understanding of the knowledge and skills needed for formative assessment—content knowledge, pedagogical content knowledge and, metacognition.</i></li> </ol>	Chapter 7. Implementing Formative Assessment: What Do Teachers Need to Know and Be Able to Do?	<ol style="list-style-type: none"> <li>1. How does the classroom culture you have established compare with the features of a classroom culture described in this chapter? Are there any improvement you could make?</li> <li>2. How would you rate your level of knowledge and skills for formative assessment against what has been presented in the chapter? What do you feel are your strengths? What are areas you can improve?</li> </ol>

	3. <i>Develop the needed skill for interpreting evidence, matching instruction to close the gap for students.</i>		
Week Twelve April 25	<i>Learning Community</i>	Facilitated Discussion of Week Eleven Readings	
Week Thirteen May 2	1. <i>Examine specific structures and practices to help teachers develop and deepen formative assessment in their</i> 2. <i>Explore the kind of leadership that is needed to that teachers have the necessary support to engage in the work of formative assessment.</i>	Chapter 8. Developing and Deepening Formative Assessment Practice	1. What are the structures already in place to support your engagement in a school-based PLC devoted to formative assessment? 2. What are the barriers that might need to be addressed for the work of PLC's in your school to be successful? 3. What are the resources within the school and/or district on which you could call?
Week Fourteen May 9	<i>Learning Community</i>	Facilitated Discussion of Week Thirteen Readings	For those completing the course for credit, please write and submit a 3-5 page paper describing how you will apply what you have learned in your classroom.